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3 NOV 1976

MEMORANDUM FOR: Director of Training

FROM : [REDACTED]
Instructors, Intelligence Training Branch,
Intelligence Institute

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SUBJECT : Course Report, Intelligence Process Course
No. 1-77, 13 September - 15 October 1976

The five-week, full-time, Intelligence Process Course (IPC) concluded on 15 October with no major problems noted by staff or students. The course objectives (Attachment 1) were well met in the opinion of the course managers. Student reaction to the varied activities was generally positive, and the class attitude was good.

1. Student Participation

A majority of the IPC sessions are seminars with both students and speakers sharing the discussion. It is important, therefore, that students be willing to speak out, ask pertinent questions, and challenge speakers if necessary. As a group, these students were less willing than previous classes to do this. Five or six students carried the load of the questions, although over the life of the course, all students got involved to some extent.

Nine students (of a class of 16--Attachment 2) were Career Trainees (CTs) who began their training cycle last April. These CTs were less enthusiastic about the course than were their compatriots who took the IPC as their first major training course. We have experienced this reaction previously with CTs nearing the end of their training. (Interestingly, two CTs cited trips taken during a course preceding the IPC in their IPC evaluation form, suggesting that their remembrance of past months is hazy, and separate courses are becoming blurred in their minds.)

Five CTs destined for the Directorate of Operations (DDO) did not go with the class on trips to other agencies. The decision to exclude them was made, as we understand it, by the senior DDO representative on the CT staff who did not

CONFIDENTIAL

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want their names included on security clearance lists sent outside of the Agency. These five missed a day at the National Security Agency, a day at the Defense Intelligence School, and afternoons at the Army Security Agency, the National Military Intelligence Center at the Pentagon, and the White House. *Bad*

This splitting of the class was unfortunate. The five missed some very pertinent sessions--a discussion of the defense attache system, for example--which would have been of value to them in their DDO careers. Moreover, it produced a "them and us" mentality that hampered development of class spirit which has always been an important side benefit of the five weeks the students spend together. Three of the five subject CTs mentioned in the course evaluation that they regretted missing these trips; one wrote that he felt "less knowledgeable about the Intelligence Community and its interaction as a result."

2. Student Evaluation (Attachment 3)

On a scale of 1 to 7, with 7 being "highly satisfactory," the students gave the IPC an average ranking of 5.7 for having achieved its stated objectives. We found, as we have in previous runnings, that CTs as a group tend not to rank the course as high as non-CTs. In this class, the average rating of the nine CTs was 5.6, compared with 5.9 for the other class members. We believe the lower rating from the most recent group reflected weariness of training--the CTs had been in training for six months--as well as the fact that five of these nine did not go on some of the trips.

3. Student Observations and Suggestions

Comments on the course content followed previous patterns; criticism of a presentation by some students tended to be cancelled by praise from others, reflecting differing backgrounds, areas of interest and expectations. [REDACTED], Office of Scientific Intelligence, [REDACTED] former liaison officer with the DDO, and [REDACTED] Deputy Director for Operations Training in the Office of Training, were singled out by many students for delivering particularly good presentations. Some also commented favorably on the seminar session with two National Intelligence Officers. Topics discussed by these speakers as well as content of the presentation by the intelligence production offices are contained in the annotated course schedule (Attachment 1).

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25X1A

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25X1A

CONFIDENTIAL

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Several students commented on the two-day writing exercise in which the students work in groups to prepare a joint paper as it might be written in a Directorate of Intelligence (DDI) office. They complained about initial explanation of the exercise, its organization, and lack of time: two suggested that the "team" approach be abolished in favor of individual exercises. The course managers believe that the problem may lie more with the students than with the structure of the writing exercise--which is relatively unchanged from previous sessions of the IPC. These students were individualists who reacted poorly to this and other attempts to have them work as a unit. (The course managers, as a matter of fact, have discussed the possibility of the students doing individual one- to two-page "staff notes" with DDI editors who evaluated the exercise and have found those editors amenable to handling five or six short papers in lieu of a longer paper.)

One student suggested that we examine the possibility of inviting a speaker from the Department of Commerce or the Department of Treasury to discuss their use of Agency analysis. This might be feasible. We are not certain, however, whether this would add appreciably to the generally fine presentation given by the Office of Economic Research which always includes discussion of customer use of intelligence products.

4. Problems Encountered

No administrative problems were encountered. All buses arrived on time, and students were prompt in meeting them. No speakers were forced to cancel at the last moment, leaving us with open time.

Our only "problem" was that of the class being split into those who went on trips and those did not, which was previously discussed.

5. Student Concerns

The concern of most Career Trainees for their cover status, which surfaced in the previous course, continues to be a problem. Yet, the decision to deny to some the opportunity to go on trips to non-Agency intelligence facilities was not favorably received by the concerned students, although it was done to protect their cover.

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No. 1-77, 13 September - 15 October 1976

6. Results of Changes and Innovations

New presentations added are discussed below in the order they appear in the course schedule.

--We added a visit to the Army Security Agency at Arlington Hall to complement a trip to the National Security Agency and give us a view of this type of collection activity as seen from a field intercept station. The presentation was well done and professional; the students were impressed, and we plan to keep this visit in the course.

25X1A

--[REDACTED] of the Office of ELINT gave a very well-received presentation on the work of his office which we intend to incorporate in future runnings.

--We added two new films: Printing for Intelligence, produced by the Printing and Photography Division of the Directorate of Administration, and a Time-Life videotape on How to Make a More Persuasive Presentation, which was incorporated in the briefing segment of the course. Both were good, pertinent to our objectives, and will be used in the future.

--Requirements Exercise: A film report on a Pentagon "war game" was used to provide the students with a scenario limited in time and information. The students were then divided into two groups and asked to develop a series of national-level requirements based on the film scenario. The students were also asked to designate which collectors were to be tasked to fulfill the requirements. Although the students were initially skeptical about the exercise, once they started to work on it, they developed a good spirit and hit almost all the likely requirements and sources of information. We believe this exercise will work out even better when we move it to an earlier part of the course.

7. Future Changes and Innovations

For IPC No. 2-77, which will be given in November - December, we are contemplating several adjustments. Meaningful coverage of information requirements continues to be a problem. We have a line on several middle- to senior-level speakers who we believe could give us a useful panel presentation on this subject.

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No. 1-77, 13 September - 15 October 1976

We intend to query [REDACTED] Director of the Office of Performance Evaluation and Improvement, Intelligence Community Staff, about the possibility of a presentation from his office. We will be looking for an overview of the assessment of the entire intelligence process, an area in which his office is now doing some work.

25X1A

We plan to use a videotape of Theodore Shackley, Associate Deputy Director for Operations, and [REDACTED] Deputy Chief of the Soviet/East European Division of the DDO, speaking to the most recent CIA Today and Tomorrow on activities of their Directorate. This tape would substitute for [REDACTED], International Activities Staff of the DDO, who, although good, has become increasingly difficult to get because of his heavy work load.

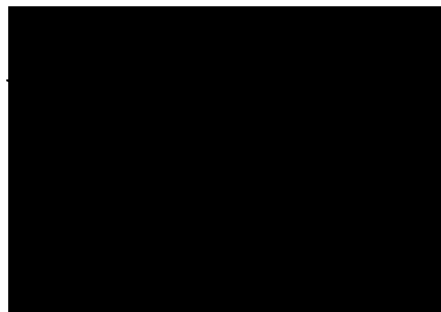
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We will continue to develop new approaches to the two-day writing segment. We spoke, as noted above, with the three DDI offices involved in editing the student papers about reviewing several shorter, individual papers instead of one long, coordinated paper.

8. Class Composition

A compendium of class statistics is located at Attachment 4.



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Attachments:

- 1 - Course Syllabus (annotated)
- 2 - Class Roster
- 3 - Student Evaluation Form
- 4 - End-of-Course Data

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cleared to visit other Agencies? If not, I would be
willing to see the D/OS about the problem. This
is a very good report. J